

My Vision of Adulthood

Person Centered Planning Tools Quick Reference Guide for Support Team Members

This quick reference guide was created to provide support team members information about person-centered planning (PCP) and an overview of several PCP tools that may be used by a youth with disability and their family in planning for their best life after high school.

The principles of person-centered thinking

Person-Centered Thinking (PCT) is the foundation for PCP. PCT is the belief or mindset that people with disabilities are the experts of their own lives and what a good life looks like for them. A “good life” looks different for everybody. It can include happiness; health and safety; employment; hopes and dreams; meaningful activities; close relationships with family, friends, and significant others; and being included in your community in a meaningful way.

Person-centered planning

Person-Centered Planning, or understanding that the person is the expert of their own lives and what a good life looks like for them. A process that involves the person with disabilities and the important people in their life to assist them to reach their goals to have a “good life”. The process should be strength-based, culturally, and ethnically responsive to meet the needs and support of the youth with disability.

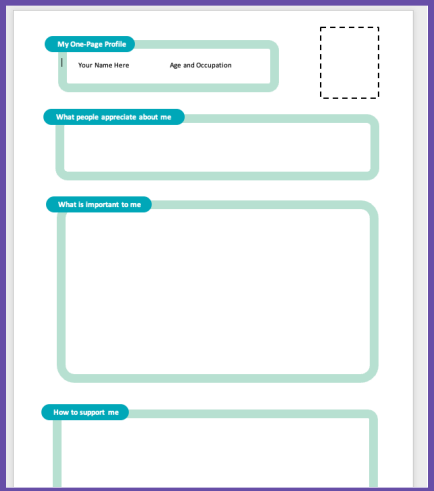
Person-centered planning in transition to adulthood

Person-centered planning (PCP) can be a very helpful process for youth with disabilities transitioning from school to adult life. The youth and the important people in their life get together to plan, explore, and create a vision for the future based on the individual’s strengths, interests, and preferences, as well as health and safety concerns. This could mean preparing for employment, post-secondary education, community participation, or decision-making for a good life.

Person-centered planning is a way to strengthen the IEP transition process between the youth and their support team. Including adult service providers in the person-centered planning can help ensure a seamless transition from special education to adult services. These person-centered planning tools can be used in any service planning setting like the Individual Plan for Employment (IPE) with Vocational Rehabilitation or Person Centered Support Plan (PCSP) with the Division of Services for People with Disabilities.

For students, families, and educators using the [Transition Elevated App](#) from the Utah State Board of Education, the PCP tools listed below can be used along with the App to help Utah students and families to be meaningfully engaged in the transition process.

Tools for Person Centered Planning

Person Centered Planning Tools	Purpose and How to use the tool:	Suggested use of the PCP tool
<p><u>One-Page Profile</u></p> 	<p>A One Page Profile captures all the important information about a person on a single sheet of paper under three simple headings: what people appreciate about me, what's important to me, and how best to support me. It helps build better relationships by truly understanding what really matters to the person in their life and the way they are supported to live it.</p> <p>You can create One-Page Profiles to help support a person in specific places, environments, or situations. For example, a one-page profile can help doctors or nurses know what support a person may need in a medical environment. Or it could help to support a person at work or school.</p> <p>One-Page Profiles create a record that can move with a person and help in introducing them as they transition from one situation to another.</p>	<p>For Educators: The One-Page Profile can be used to enhance the Present Levels of Academic Achievement Functional Performance (PLAAFP) section of the IEP</p> <p>For a transition aged student (14-22) the One Page Profile can be used to enhance transition assessment data required for a student's transition plan</p> <p>For Vocational Rehabilitation (VR) Counselors: The One-Page Profile can be used to assist with career exploration, understanding preferences and accommodations that may be needed in the VR Process. This document may also be helpful during the initial interview process.</p> <p>For Support Coordinators/Provider: The One-Page Profile is an introduction to the person, and can be used in USTEPS and in the Person Centered Support Plan (PCSP) in developing support strategies and goals.</p> <p>color</p>

Good Day/Bad Day

This tool helps you to have conversations about what a good day is like, from when a person wakes up to when they go to bed. The Good Day/Bad Day tool helps you to learn what is important TO the person, not just FOR the person and how they want to be supported. It helps those who support the person know how to best interact with them and is a good tool to share with them.

Write what makes up a good day for the person in the left-hand column of the tool, and what constitutes a bad day for the person in the right-hand column of the tool. In the arrow at the bottom of the tool, write down what needs to happen in order for the person to have more good days and fewer bad days.

For Educators:

The Good Day/Bad Day can be used to enhance a student's **IEP services** ([form 6 c](#)), a student's **behavior intervention plan**, and/or **transition assessment** data required for a student's transition plan

For Vocational Rehabilitation Counselors:

The Good Day/Bad Day can be useful in the career exploration process and identifying a vocational goal.

For Support Coordinators/Provider:

Good Day/Bad Day is a useful pre-planning activity. It can help with developing goals and support strategies.

Charting the LifeCourse - Life Trajectory Trajectory for Planning

The Life Trajectory Worksheet is used to facilitate an open conversation about what makes a "good life", and picture a long-term vision as well as what the individual does not want in his or her life. It includes thinking about experiences that may positively or negatively influence the trajectory.

The Trajectory for Planning includes columns for Past Experiences and Moving Forward, and the Trajectory for Exploring is more open in format. When using this tool, think about what makes a life good for someone. In the

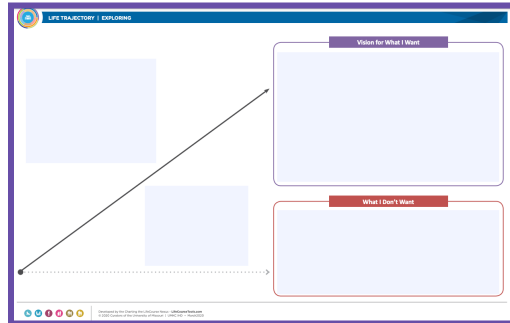
For Educators:

The Trajectory for Planning can be used to enhance a student's **transition assessment** data required for a student's transition plan and can be used to develop a student's **postsecondary goals** in employment, education and independent living.

For Vocational Rehabilitation Counselors:

The Trajectory for Planning may be helpful in understanding a client's work history, including work settings where they

Trajectory for Exploring



Trajectory for Planning, think about how past life experiences have influenced the trajectory, and what next steps or goals might help reach the vision of a good life. In the Trajectory for Exploring, there is space to note things to try or to avoid to help reach the “good life.”

Because there are many different aspects to having a good life, it may take creativity to discuss what that might look like. Using pictures or videos of different alternatives to living or employment, or taking tours of various places might help. It is important the person understands their choices to the best of their ability.

The Trajectory can be used for any time frame and can also be focused on one specific life domain or goal area.

performed well or may perform best. This tool may identify vocational themes or employment goals that could be explored further or avoided.

For Support Coordinators/Provider:

Trajectories can be used as the foundation of a Person-Centered Support Plan (PCSP). Trajectories should be utilized to meet the person’s needs. They can be directed towards one single decision or they can be focused on a large life goal. You can have multiple trajectories. You might have one that lasts multiple years or for less than a year.

The Trajectory for Planning is useful in goal setting and next steps. The Trajectory for Exploring is great to use for mapping informed choice activities to engage in.

Life Domain Vision Tool for the Individual Perspective

Life Domain Vision Tool Family Perspective

People lead whole lives made up of specific, connected, and integrated life domains that are important to a good quality of life. This tool helps users think about what life experiences they want to have, which leads them to the good life they want.

Review each domain and consider what each of these mean to the person. Give examples of what each domain entails using the descriptions given on the tool to start.

For Educators:

The Life Domain Vision Tool can be used to enhance a student’s **transition assessment** data required for a student’s transition plan and can be used to develop a student’s **transition services** for employment, education and independent living.

For Vocational Rehabilitation Counselors:

The Life Domain Vision Tool may be helpful in understanding the client’s need for services

LIFE DOMAIN	DESCRIPTION	NO. OF DOMAINS OF SAME PRIORITY	PRIORITY
Daily Life & Navigation	How do you get to work, school, or other places? Do you have a car? Do you have a driver's license? Do you have a job? Do you have a place to live?		
Community Living	How do you get along with others? Do you have friends? Do you have a place to live? Do you have a job? Do you have a place to live?		
Health & Wellness	How do you feel about your health? Do you have any health problems? Do you have any health problems? Do you have any health problems?		
Safety & Security	How do you feel about your safety? Do you have any safety problems? Do you have any safety problems? Do you have any safety problems?		
Education & Employment	How do you feel about your education? Do you have any education problems? Do you have any education problems? Do you have any education problems?		
Supportive Relationships	How do you feel about your relationships? Do you have any relationship problems? Do you have any relationship problems? Do you have any relationship problems?		
Supportive Services	How do you feel about your services? Do you have any service problems? Do you have any service problems? Do you have any service problems?		

The priority box can highlight what is most important to someone or to focus on right now. There can be more than one #1 or high priority at any given time.

The tool has two versions, one for the person and one for their family. It can be helpful to use the separate tools to show where visions align and where and why they may diverge to find common ground.

There is no requirement to fill out every box! Use the tool in a way that works best for the person.

such as life skills training, instruction in self-advocacy, and career exploration. This tool could be useful in the comprehensive assessment as the VR Counselor and client are developing the IPE.

For Support Coordinators/Provider: The Action Plan in the Person-Centered Support Plan (PCSP) can be built from questions posed in the Life Domain Vision tool. This tool will detail what is important TO the person and may be used to support them in reaching their goals.

CtLC - Integrated Supports Star



The Integrated Support Star can be used to map current services and supports, problem-solve for a specific need or plan next steps. There are five different sections to the star which represent a type of support a person may already have or may need.

1. Personal Strengths and Assets
2. Relationships
3. Eligibility Specific (paid)
4. Community-Based
5. Technology

Personal Strengths and Assets may be life experiences and personal knowledge, social skills, education and/or training, or a material asset, such as a car. Relationships could include friends, family, neighbors, or church

For Educators:

The Integrated Supports Star can be used to map out and identify needed **agency supports, natural supports, and transition services (instruction, related services, community experiences and the development of employment and other adult living objectives)** to help the student move toward their **postsecondary goals** in employment, education and independent living.

For Vocational Rehabilitation Counselors:

The Integrated Support Star can be used to identify community networks to help the

	<p>groups. Eligibility Specific supports may be Medicaid, food stamps, or any services you must qualify for to access. Community-Based supports include schools, businesses, churches, public transportation, or places anyone can access. Technology could be an iPad, cell-phone, adaptive equipment, environmental technology, or low-tech items such as a task list.</p>	<p>client explore interests and vocational themes during the job development or internship development process. This tool is also helpful in determining natural supports that may help the client with ongoing support in the workplace. This tool may also highlight comparable benefits that may be available to the client.</p> <p>For Support Coordinators/Provider: The Star can be used to consider supports for a specific purpose such as employment or learning a skill, or to assist in implementation of goals by listing supports that can aid in goal achievement. Pictures and icons can take the place of written words. The Star can help organize the resources available now or by dividing each section in half into “now” and “future,” or “have” and “need.”</p>
<p><u>Exploring Decision-Making Support</u></p>	<p>This tool was designed to assist individuals and supporters with exploring decision making support needs for each life domain.</p> <p>The Tool for Exploring Decision Making Supports identifies which areas a person may or may not need individualized supports to make important decisions. The tool identifies three decision making areas: (1) I can decide with no extra support (shown in teal blue); (2) I need support with my decision (colored purple); and (3) I need someone to decide for</p>	<p>For Educators: The Exploring Decision-Making Support can be used to identify decision making abilities and needs. This self-assessment tool can be used for transition assessment data to help the IEP team determine if the student needs transition services in the area of self-advocacy and self-determination.</p> <p>For Vocational Rehabilitation Counselors: The Exploring Decision-Making Support can be used to help a VR Counselor gain insight</p>

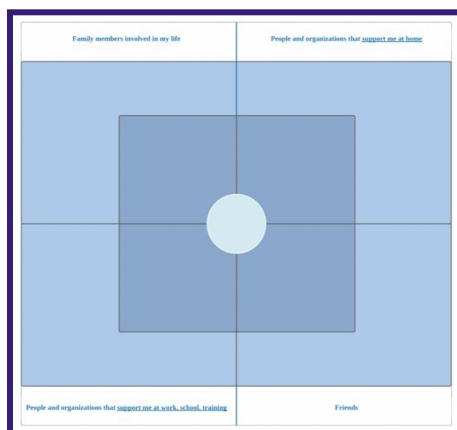
me (this column is green).

This worksheet is a great tool to use during planning meetings and as a companion to formal assessments in order to receive feedback not only from the individual but those who have supported the individual in the past in some of these areas in decision-making. This tool is used to both inform where a person can make the most independent decisions possible as well as where we can begin creating goals around building self-advocacy.

on what support is needed to help the client in the vocational rehabilitation process. The tool may also be useful in identifying services and service delivery modalities such as if the individual needs a referral to benefits planning, financial literacy training, and career exploration.

For Support Coordinators/Provider: This tool can be helpful for a person to communicate areas they want independence in decision-making, and where they need support in each life domain. A Support Team can use the information to identify how to best support an individual to make decisions.

Relationship Map



The Relationship Map assists the person with identifying people in his or her “circle.” This tool can be used to help identify who the person would like to be a part of their Support Team, where a person has solid support or where they may be lacking in support.

There are four areas of the Relationship Map:

- Family Members Involved in My Life
- People and Organizations That Support Me at Home
- People and Organizations That Support Me at Work, School, Training
- Friends

For Educators:

The Relationship map can be used to determine who is important to the student at home and at school. This information can help in fostering friendships and supports beyond post-secondary transition. It can also show any gaps in relationships so an educator can create opportunities for the student to fill those gaps..

For Vocational Rehabilitation Counselors:

VR Counselors can use the Relationship Map to learn about the client’s support team. The tool may also be useful in identifying gaps in community connections and partner agencies so the VR Counselor can begin to facilitate those connections.

	<ol style="list-style-type: none"> 1. Write the person's name in the center 2. Write the names of other relationships on the map - more important roles closer to the person. Put names in applicable areas. Some may be in more than one place. 3. Look for patterns, themes, holes 4. Brainstorm ways to fill in gaps where support is lacking 	<p>For Support Coordinators/Provider: The Relationship Map can help the Support Coordinator know who to invite to the PCSP meeting. This tool can help identify who might be available to provide needed support at home or in the community. Use this tool to create partnerships and collaborate.</p>
<p>DSPD Employment Pathway Tool Response Page</p> <p>Pathway A</p> <p>Pathway B</p> <p>Pathway C</p> <p>Pathway D</p>	<p>This tool is designed to be a guide to facilitating effective conversations about competitive integrated employment. The tool starts with a general discussion about any of the person's interests, preferences, community activities and participation or even skills. As the conversation continues, it will focus more on employment and community-based interests and what supports and environment is needed for the person to be successful in those settings.</p>	<p>For Educators:</p> <p>The DSPD Employment Pathway Tool can be used with families prior to developing a student's transition plan to map out and identify needed agency supports and transition services (instruction, related services, community experiences and the development of employment and other adult living objectives) to help the student move toward their postsecondary goal for employment.</p> <p>For Vocational Rehabilitation Counselors:</p> <p>Note: the DSPD Employment Pathway Tool may have been utilized by a Support Coordinator as preparation for the employment discussion prior to coming to a VR Counselor. This tool can be used to identify the client's person-centered employment interests, decisions, and employment goals.</p> <p>This tool could also be initiated by a VR</p>

Pathway A: The person is unemployed and expresses interest in work

Section 2. Exploring Pathway A: What can we do to gather information to identify the right job match?

Suggested questions and prompts for Pathway A:

- ◆ How will things change when you start working?
- ◆ What is important to you about work?
- ◆ Tell me about the things you are good at.
- ◆ What makes you feel most proud or important?
- ◆ Are there certain jobs or tasks you know you do not want to do?
- ◆ What relationships do you have in the community that could help you find the job you have chosen?
 - Are you interested in any of the jobs that your connections have?
 - If not, what types of jobs are interesting to you?
- ◆ What opportunities have you had for work experience?
- ◆ What do you think makes it hard to work?
- ◆ Do you have any fears about work?
- ◆ What did you like about working?
- ◆ Was there anything that you did not like about working?
- ◆ What type of job do you see yourself doing?
- ◆ What is your dream job?

Summarize the employment conversation (What are the relevant details?):

Section 3. Develop the Services and Supports for Pathway A

Suggested Next Steps for Pathway A: The person is unemployed and expresses interest in work

- Person-Centered Planning**
 - Identify if: 1) work is a written goal in all settings and 2) the scheduled activities support the work goal.
 - Adjust current services to ensure PCSP employment goals promote:
 - Independence from paid supports,
 - Building skills that easily translate to a worksite,
 - Self-advocacy,
 - Community and vocational participation, and
 - New or expanding social connections.
 - Address any resistance from support team.
 - Discuss how work will affect the person's social security benefits.
 - Use life domain sections in the PCSP to inform job goals and activities.
 - Focus on strengths and address barriers to employment with an action plan as they surface.
 - Discuss possible accommodations.
 - Network with family, friends, neighbors, and other contacts to seek out job shadow opportunities in the person's field of interest.
 - Take classes to gain credentials, skills, education and training in a field of interest.
- Vocational Rehabilitation (VR)**

If after completing these questions you would like to learn more about supported employment, find your local VR office at <https://jobs.utah.gov/vr/contact.html>

 - Prepare to discuss with VR:
 - Potential positions of interest, talents, and strengths;
 - Prior work experiences and volunteer opportunities;
 - Current PCSP goals;
 - Anticipated action steps for the position of interest; and
 - Any known barriers or accommodations.**VR Services for All People with Disabilities**
 - Benefits Counseling
 - Utah Work Incentive Planning Services (UWIPS)-
<https://jobs.utah.gov/vr/services/uwips.html>
 - Assistive Technology
 - Utah Center for Assistive Technology (UCAT)-
<https://jobs.utah.gov/vr/services/ucat.html>**VR Services for Eligible VR Clients**
 - Counseling and Guidance
 - Diagnostic and Evaluation
 - Restoration
 - Assistive Technology
 - Training
 - Benefits Counseling
 - Job Placement
 - Life Skills and Travel Training
 - Additional Services

<https://jobs.utah.gov/vr/welcome.html>
- Transition Age (14-24): Person-Centered Planning**

Youth who are transition age (14-24) should have a Support Coordinator attending Individualized Education Plan (IEP)

Counselor or other team member to identify a client's preference and readiness for pursuing competitive, integrated employment.

For Support Coordinators/Provider:

This tool guides the person through an employment discussion followed by opportunities to participate in multiple experiences and explore employment interests. Use the tool to develop new experiences each year and plan next steps for how to utilize waiver services to reach competitive and integrated employment.

CtLC - Family Perspective on Employment Tool

Page 2

This portfolio is from the perspective of the family. What is their vision for their family member's job/career? What is their vision for a good life? What don't they want for their family member's job/career? What is not a good life for their family member?

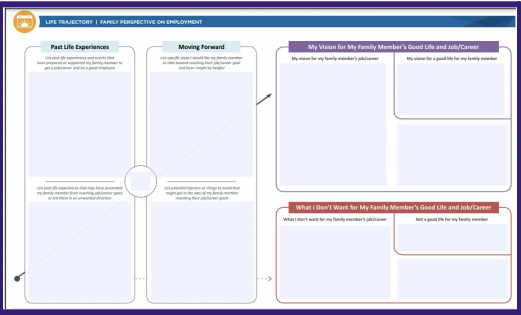
The portfolio makes use of 3 different tools, the One-Page Profile, the Trajectory for Planning, and the Integrated Supports Star, all from the perspective of the family and focused on employment. The format and wording found on these tools encourages the family to think deeply about employment and their loved one. Even though this tool is meant to focus on employment, employment should always be considered in the context of a good life for your family member.

For Educators:

The Family Perspective on Employment Tool can be used with families prior to the developing a student's transition plan to map out and identify needed **agency supports** and **transition services (instruction, related services, community experiences and the development of employment and other adult living objectives)** to help the student move toward their **postsecondary goals** in employment, education and independent living.

For Vocational Rehabilitation Counselors:

The Family Perspective on Employment Tool can assist VR Counselors in identifying and understanding their client's team/support

	<p>This portfolio can be shared with an educator, vocational rehabilitation counselor, support coordinator or others who may be supporting your loved one at work or in finding work. In a few pages, it pulls together a lot of information about the person to help them be successful at work.</p>	<p>system. The tool can also be used to identify other agency/community long term supports available and/or needed to help the individual with success in their career goals.</p> <p>For Support Coordinators/Provider: The Family Perspective on Employment Tool can be a great resource to compare with the DSPD Employment Pathway Tool. Use both to identify where the person and their family agree or disagree on next steps to reach competitive integrated employment.</p>
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This document was created through collaboration with:



